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ABSTRACT

Featuring the Teens, Crime, and Community (TCC) program, this monograph focuses on youth crime and crime prevention in rural settings. TCC actively involves teens and adults in a partnership designed to reduce teen victimization and to encourage teens to be catalysts of change for community safety. The guide provides teachers, administrators, and concerned citizens with a template for implementing TCC in rural settings. The guide examines the scope of rural crime and its contributing factors, demonstrates the need to involve teens in the crime prevention solution, describes educational practices that help TCC to become an effective and educational crime prevention strategy, provides an overview of the framework, and discusses implementation strategies. Included are results and implications of a third-party evaluation of TCC in rural areas and sources for additional resources. (TSV)

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How Youth in Rural America Can Help Reduce Violent and Property Crimes

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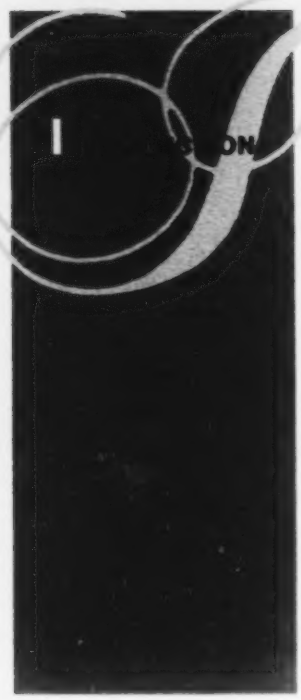

Violence, alcohol and drug use, vandalism, rape, child abuse, crime, drinking and driving, dropping out of school, lack of direction—are these problems plaguing our inner-city youth? Yes. Are they unique to inner-city youth? No. Young people in our rural communities are confronted daily with these same problems. "The image of rural children leading wholesome, trouble-free lives compared with youth in more crowded settings [is] in need of revision."[1] Our perception of the rural lifestyle is highly romanticized. A recent study of town and country violence by Texas A & M University found that among rural youth:

> One out of four students has carried a weapon at school. Nineteen percent of boys indicated they had carried a knife to school nearly every day. Slightly more than 6 percent of boys had carried a handgun nearly every day. Forty-two point three percent could get a handgun if they wanted to. While at school or on a school bus, during the previous year, 34.1 percent of students reported having been threatened with bodily harm, 15.2 percent claimed they had something taken from them by force or by threat of bodily harm, 14.1 percent had been physically attacked, and 6.8 percent admitted that someone tried to force them to have sex when they did not want to (7.1 percent of girls and 6.5 percent of boys.) Outside of school these numbers increased.[2]

There has been a recent rise in rural crime that is startling and overwhelming. Solutions to the problem exist, however, that utilize the resources, energy, and talent found in the fabric of rural America. This monograph will feature one solution—Teens, Crime, and the Community (TCC), a proven program that actively involves teens and adults in a partnership to reduce teen victimization and to engage teens as change agents to make their schools and communities safer and more vital.

Teens, teachers, school administrators, and community members from across rural America are embracing the TCC program. TCC, through its curriculum and service projects, offers promising results in the fight against rural crime. Students are educated in crime prevention for themselves and begin to reduce or eliminate a specific crime problem in their school or community. Teens love TCC because it provides the vehicle for them to be part of the crime prevention solution. Teachers and administrators enthusiastically support TCC because it

- actively engages teens in the classroom,
- encourages bonding between students and the community,

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- meets educational mandates including performance-based assessment, cooperative learning, and service learning, and
- increases prosocial, anti-delinquent attitudes (as a recent third-party evaluation of TCC in rural schools demonstrated).[3]

This monograph will provide teachers, administrators, and concerned citizens from rural America with a template for implementing TCC. We will examine the scope of rural crime and its contributing stress factors, lay the foundation for the need to involve teens in the crime prevention solution, show how best practices in education help TCC to be more effective as an education and crime prevention strategy, provide an overview of the program framework, and discuss implementation strategies from successful TCC programs. Results and implications of a third-party evaluation of TCC in rural schools will be discussed and sources for additional support will also be presented. In short, this monograph will show how TCC provides a framework to involve teens in preventing crime in rural America.

The statistics on the rise in crime in rural communities are startling. The violent crime toll is growing faster in rural America than in large urban states; faster in rural states than in even America's largest cities.[4] A 1991 Majority Staff Report submitted to the U.S. Senate Committee on the Judiciary confirms what rural law enforcement officers, local officials, [teachers], and citizens have been reporting for the past few years—the crime problem in rural America is in the midst of a fundamental change, a change for the worse.[5]

- In 11 rural states, violent crime rose more than twice as fast as in New York City.
- In 1991, rural high school seniors were more than twice as likely to abuse the methamphetamine "Ice" than were their peers in urban high schools.
- In 1990, violent crime increased by more than 10 percent in six of fifteen rural states.
- In 1990, high school seniors from rural areas were more likely to use marijuana on a daily basis than their peers in urban and suburban areas.

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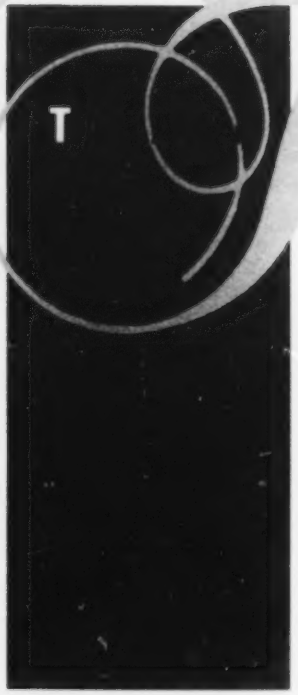
- In 1990, rural high school seniors were more likely to use heroin than were their peers in urban and suburban schools.[4]

A study by Dr. Doris Helge of the National Rural Development Institute at Western Washington University estimated that one in six rural high school students was a substance abuser, compared with one in ten in non-rural school districts. A greater proportion of rural middle school children were involved in crime than their counterparts in urban and suburban schools. Another study found that half of all rural youth had committed acts of vandalism and other property crime. Rural preschoolers were also more likely to be abused than children in urban and suburban districts.[5]

U.S. Senator Joseph Biden, in the preface to *Rising Casualties: Violent Crime and Drugs in Rural America*, describes crime there: "As never before, violent crime is extending its grip into the pastoral roots of the American experience. If these close-knit communities, where traditional values hold long after they have been discarded in fast-paced city life, are suffering such severe increases in violent crime, the conclusion is clear—violent crime is nothing less than the most profound social problem facing the nation."[6]



All teens are at risk of victimization by crimes ranging from simple assault to murder.

- At recent homicide rates, a child born in 1988 in the United States has a 1 in 182 chance of becoming a murder victim. For non-white males, the odds are 1 in 35.
- In 1988, for the first time, teenage boys were more likely to die from gunshot wounds than from all natural causes combined.
- Teens are disproportionately victims of violent crime (rape, robbery, assault) and abuse. They are victimized at rates twice that of adults in general and ten times greater than senior citizens.
- Alcohol-related automobile crashes are the leading cause of death for young people ages 15 to 24, followed by suicide and homicide.

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- Women ages 16 to 24 were three times more likely to be raped than women in other age groups. In a recent high school survey, 40 percent of the boys and 18 percent of the girls said it was OK to force sex if a girl was drunk."

These statistics are horrifying, particularly because they refer to real lives, the lives of our young people. It cannot be over-emphasized that teen victimization cuts across urban, suburban and rural youth populations. All young people are confronted with these issues.

Social and economic conditions in our national culture often compound to create an environment conducive to crime and violence. Rural communities experience a number of stresses that make them particularly vulnerable. There are at least nine stress factors which are particularly relevant to rural crime:

- misperception of crime in the community
- limited resources
- economic decline in rural industries
- foregone higher educational opportunities
- limited numbers of social service providers
- large geographic distances
- unemployment and underemployment
- lack of confidentiality in small towns
- forced mobility in response to economic decline.

Despite the statistics, people in rural communities often believe themselves to be removed from crime. "Crime happens in the cities—not here," is a common belief. This misperception is generated by many things including lack of national attention, isolation, an almost fraternal loyalty among community members, and economic distress. As a result, rural communities may lag behind in crime prevention measures. Many rural communities are in crisis, lacking in resources to address the problems that confront them. "Social and economic strains facing rural students are as bad, perhaps worse, than those facing inner-city youth."[10]

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Economic declines in typically rural industries such as farming, logging, coal mining, and fishing have sent shock waves throughout the foundations of rural life. Instability is now a fact.

Limited economic resources place strains on both the family and the schools, two institutions that have traditionally provided stability and helped establish the norms and values in rural communities. With financial hardship, there has been an increase in family distress including alcoholism, child abuse and other forms of domestic violence, and crime. Education is no longer seen as a way out. Often children are forced to drop out of school to help support the family. Those who are able to graduate from high school may have to forgo college. Economic havoc in the community profoundly reduces the ability of the school system to deliver quality education. Teachers are laid off, new materials are not purchased, buildings deteriorate, and class sizes go up.

Crisis intervention resources that are typically found in other communities are often unavailable or inaccessible. While the intimacy of close-knit rural communities is often a strength, it can work against a person's access to available services. Potential clients may fear a lack of confidentiality in a small community. Additionally, an unspoken rule of "mind your own business" may keep neighbors from reporting on one another. For example, in cases of child abuse or domestic violence, a neighbor may not be willing to report an incident involving a long-time neighbor or even an employer.[11] This lack of support and responsibility for victimized children and teenagers further compounds the problems of at-risk youth. They may be left feeling isolated and helpless. Teens may not know how to reach community services directly, if they are aware of them at all.

Lack of employment for young people also exacerbates teen victimization in rural areas. Job opportunities have always been scarce for rural teens. Many young people leave rural communities to find work in metropolitan areas, which in turn makes them more vulnerable to crime. "Mobility is a factor in vulnerability to victimization. . . . Movers are victimized to a much greater degree than those who remain at the same address. . . . People from rural areas are being victimized at a great rate when they move into suburbs or cities."[12] Mobility not only increases risk; it also disrupts such support networks as family and friends.

". . . People from rural areas are being victimized at a great rate when they move into suburbs or cities."

When limited education and employment opportunities combine, they start a downward spiral that exacerbates low self-esteem, low aspirations, and a feeling of being of little value to society. Lack of community bonding and even depression are among typical results. A

"Teenagers who value themselves and feel a sense of personal power, value their future. They do not endanger it. . . ."[10]

clear sense of purpose, stake, and an opportunity to contribute to their community and society at large are no longer part of the fabric of normal adolescence. These conditions breed failure. "Low aspirations regarding education, graduation, and employment contribute to low self-esteem. If this becomes pervasive, students may . . . exhibit wider ranges of deviancy."[11] Young people cry out for recognition and a sense of belonging in their schools, communities, and families. When these support mechanisms are not in place, that cry for help too often takes the form of a deviant act. "Teenagers who value themselves and feel a sense of personal power, value their future. They do not endanger it. . . ."[12] Teenagers with a strong sense of self-esteem and a stake in their community are less likely to become involved in alcohol and other drug abuse, violent crime, vandalism, theft, drunk driving, date rape, shoplifting, and other criminal activities.

Too often, our society waits until young people become a problem before something is done to help them. We wait for them to become teenage parents, juvenile delinquents, or school drop-outs before we reach out to them.

However, communities and schools can create climates that send a positive message to their young people, claiming them as vital members of the community. Opportunities to develop the self-esteem, leadership, and citizenship of young people can be created. They are waiting for a chance to serve their communities in positive ways. They deserve to be asked.

Believing that one can affect the circumstances of one's life is critical to both healthy development and effective citizenship. In the fight against rural crime, knowing that one can acquire skills to protect oneself and improve the community is vital. Sometimes, however, local crime problems seem daunting. In these situations, pulling together to solve a problem of mutual concern greatly increases the chance for success.

The classroom is a natural environment to introduce and apply the concept of working together to reduce local crime problems.

> In the educational sphere, actively involving students in their communities in order to develop in them a better understanding of the needs and realities of the world around them [should be] fundamental . . . Art Levine, in his landmark book *When Dreams and Heroes Died*, recommends that in order to combat apathy and emphasize civic responsibility, public service has to receive a higher priority.[13]

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TCC uses service learning concepts as a framework for schools to create strong linkages with their community to prevent crime. Service learning allows students to apply their newly-acquired knowledge to a situation which they have identified as an important concern. The service experience and completed project provide students with a sense of their value to the community; they have skills and abilities which can improve the quality of life in their community.

Why is service learning regarded as so important both to education and crime prevention? "Service learning can be the means for students to move from a sense of personal isolation to a sense of their place within a community. It can be a way to help students know more and care about the places in which they live."[16]

Service learning also offers a more effective method of learning. "Programs designed to encourage individuals to develop and acquire knowledge must engage those individuals in activities by which relevant knowledge is actually constructed. For students to understand their curricula, they must participate in activities similar to those through which curricula are designed and implemented in the first place."[17]

Service learning and TCC have a shared goal of building and sustaining communities, bonding young people to their community in a way that will reduce crime and improve the quality of life for everyone. TCC uses service learning to bring together the school and the community, harnessing the energy and vitality of young people to reduce crime in rural areas.

TCC's success is strengthened by the design of the curriculum, which uses cooperative learning methodologies. "Cooperative learning is an education strategy that involves students in productive work as an element of the curriculum."[18] It engages students in establishing team goals and fosters positive interdependence, social skills, and individual accountability. Thus, "[c]ooperative learning provides the means for students to learn the social skills needed for functioning in the world today."[19] Empowering students to become actively involved in lessons makes them more likely to take responsibility for their learning and for its application in their school or community. This empowerment builds self-esteem and lays a foundation for participatory citizenship.

> Education in the true sense . . . is an enablement to serve—both the living human community in its natural household or neighborhood and the precious cultural possessions that the living community inherits or should inherit. To educate is, literally, to bring up, to bring young people to a responsible maturity, to help them to be good caretakers of what they have been given, to help them to be charitable toward fellow creatures.[20]

TCC, through its curriculum and youth service projects, provides the perfect vehicle for rural school districts to provide a service and cooperative learning experience that moves teens from asking, "How can I protect myself?" to a second level of questioning, "How can I begin to make my community safer and better?" The curriculum provides crime prevention information for the individual. This knowledge is then immediately applied in the form of a service project. Typical TCC service projects are designed and implemented by youth to reduce a specific crime problem in the community. The projects reinforce new knowledge, develop critical thinking and problem solving skills, develop youth leadership, form bonds between youth and adults, and provide a stake for teens in their community.

TCC was created to reduce alarmingly high rates of teen victimization and to engage young people in making their communities safer and better. The program, with its curriculum and service learning projects, teaches young people ways to protect themselves from crime and provides them with opportunities to develop safer, more vital communities. TCC reaches all young people, seeking to tap and focus their energy, talent, and enthusiasm so that they can participate in their community as responsible citizens.

TCC utilizes the strengths of young people, educating them and providing them the opportunity to serve. Issues addressed in the program include drunk driving, violent crime, property crime and vandalism, acquaintance rape, substance abuse, child abuse, the juvenile justice system, shoplifting, and conflict management.

TCC is a joint partnership of the National Crime Prevention Council (NCPC) and the National Institute for Citizen Education in the Law (NICEL). The program, created in 1986 with support from the Office of Juvenile Justice and Delinquency Prevention (OJJDP), Office of Justice Programs, U.S. Department of Justice, brings together the crime prevention and youth empowerment expertise of NCPC and the innovative educational and curriculum expertise of NICEL.

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TCC is being embraced across the country as an effective strategy to help prevent victimization, reduce delinquency, and involve young people in their communities. More than 400,000 young people have been a part of TCC in more than 400 schools (rural, suburban and urban) in 40 states. Rural school administrators often say that TCC is a great program for their schools because it involves cooperation with the community and dovetails with existing alcohol and other drug prevention efforts. TCC is also found in juvenile justice settings, public housing developments, and other sites throughout the country.

A third-party evaluation of TCC in rural settings[1] looked at TCC in ten Iowa schools and compared students' knowledge and attitude changes with those of a similar non-TCC group. Students who took part in TCC showed significant increases in knowledge of crime prevention strategies, in altruism and bonding with the community, and in beliefs that laws are reasonable. Data collected in the evaluation supports the hypothesis that TCC helps develop attitudes that prevent or reduce future delinquent behavior for students in regular classrooms.

TCC appears to have the greatest impact on students in middle school. One explanation is that behaviors and attitudes of middle school youth are not as firmly entrenched as those of older teens. According to one Iowa eighth grade teacher who participated in the evaluation, TCC taught students that they could have an impact on their communities. The teacher believed TCC was a motivator; it gave students a chance to share their opinions, even though others may not have agreed. According to the teacher, TCC "gets kids talking and thinking about serious issues when they would rather not," increases youths' acceptance of talking about their problems, and decreases youths' denial and avoidance of their delinquency. The teacher also observed an increased awareness among students of crime in the community and its costs.

TCC "gets kids talking and thinking about serious issues when they would rather not."

Students increased their commitment to legitimate social norms as they became more aware of the consequences of illegal behaviors. The greater the percentage of classroom sessions focusing on prevention, the more likely to be an increase in students association with non-delinquent peers. Students in TCC became more willing to report crimes they witnessed and became more vocal in sharing their opinions with authority figures. When students were asked whether TCC taught them how youth can be leaders in the community, all re-

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sponded "yes." They said TCC showed them they could take the lead in helping the community see the importance of reporting crime.

TCC proved its value as a cooperative learning tool in the way it provided roles for problem youth in the classroom. It promotes neutral and positive labeling and provides opportunities for successful interaction between problem youth and mainstream classmates. Students who were typically negatively labelled reported positive experiences with the TCC curriculum. Students in one class who were otherwise ostracized interacted well with classmates in TCC.

Youth reported that TCC gave them empathy for victims and "opened their eyes" about the consequences of crime and made them feel sorry for victims. Virtually all teachers interviewed by the evaluator observed that TCC increased youths' attachment to adults.

Teacher motivation and commitment, as well as administrative support, were critical to successful implementation, according to teachers, administrators, resource people, and youth. On a scale of one (difficult) to seven (easy), teachers rated TCC 5.1 in implementation. Higher ratings of success correlated positively with the following:

- greater numbers of chapters covered;
- variety in use of teaching techniques;
- focus on positive peer interactions;
- efforts to relate concepts to real life;
- emphasis on student responsibility for the community;
- greater numbers of hours spent on service projects; and
- perceptions of support from the administration.

Keys to TCC's success appear to be its concurrent use of facts and concepts, resource people, and service projects. Teachers suggested that the other element of successful implementation appears to be student commitment to the service projects. This argues for students having maximum power in selecting and implementing projects.

At the core, TCC taught with a focus on prevention and a relation to real life experiences increases knowledge and changes attitudes.

One curriculum director said that his school's drug-free initiative should be changed to a TCC initiative because TCC has a less negative perspective, could do much more than focus on drugs, and is more focused on self-concept than traditional drug education programs.

He reported that not long ago, the community was negative and non-cooperative. School-community projects, particularly TCC, have contributed to improving the community's self-image and outlook.

Administrators, in general, report that the teaching methodologies were the most important aspect of a successful TCC program. TCC invites students to get involved and allows them to experience the consequences of their involvement. TCC affords youth the opportunity to feel part of their community and to feel that they can make a difference. Students learn ideas relevant to their lives—things they want to learn.

Adults who volunteered with the TCC classroom instruction and service projects in one community were asked to comment on what they believed made TCC successful:

- There is an instructor who:
  - is motivated
  - is productive
  - sincerely believes in the program
  - can motivate students.
  - puts heart and soul into the program
  - can network with community members
  - views the program as a help to the community
  - is "kid-minded", and
  - is willing to be a mentor to youth;
- It is relevant to youth—students see that they will get something out of it;
- It involves non-linear problem solving—students are learning to think through and analyze problems, assess community needs, and creatively solve problems;
- It extends beyond the classroom where students feel connected to the community;
- It builds trust between students and police and helps students understand the roles of police in the community;

- It works with law enforcement to support an image of law enforcement that is more than punitive, and;
- It asks students to take the lead, and learn from each other.

The volunteers believe that TCC teaches students:

- the positive elements of their community;
- that they can use positive ideas;
- that youth can play a positive role in the system; and
- that students have ideas that can benefit the community.

There are two vital components to the TCC program: the curriculum and the service project. The TCC curriculum strives to reduce teen victimization through education. The curriculum is based on the premise that when educating young people about crime prevention, it is not acceptable to educate young people only in ways to protect themselves. Instead, young people deserve an educational experience that facilitates their asking a second level of questioning: "How can I protect my community?" TCC gives teenagers the opportunity to learn individual crime prevention and self-protection techniques. These techniques are designed to both reduce the immediate risk of crime and to encourage the implementation of community crime prevention projects.

The TCC curriculum seeks to enable students to become teen crime prevention resources in their own communities and to reduce the incidence of teen victimization by crime. TCC objectives are to:

- make teens aware of the effects of crime and of teens' risk of victimization;
- educate teens about how to recognize crime and prevent crime through individual and community strategies;
- help teens learn how to report crime, to be good witnesses, and to assist victims;
- equip teens with skills to take crime prevention action; and
- motivate teens to want to take action.

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Previous experience with TCC in rural schools has shown the curriculum to be highly adaptable to both the needs of the teacher and the needs of the school and community. The curriculum component is often infused into middle school or early high school social studies or health education classes. "Health is mental, social, emotional, and physical development . . . TCC addresses many of the areas we need to cover in our health program," explains a health teacher from Iowa who uses the TCC textbook.

The curriculum is structured around five key elements: "Use Your Experience," "Your Turn," "In Your Community," "Looking Back," and "Service Projects." These elements, grounded in cooperative and service learning techniques, are repeated throughout each chapter. The elements were created to engage all students in the classroom activities, despite different learning styles as identified by Bernice McCarthy.[23] The TCC curriculum utilizes McCarthy's quadrant approach to learning. In quadrant one is the "personally motivated" learner. This person learns by applying knowledge to his own personal experience. Using the TCC chapter on vandalism as an example, the "Use Your Experience" element would hook the learners by asking if they or someone they know has been vandalized. The second quadrant is the "regular school" learner. Although many educational strategies are aimed at the regular school learner, the majority of the students do not fall into this category. The "Your Turn" element appeals to these learners, asking them to determine whether vandalism is a problem in the community, if so where, and what are the statistics. The third quadrant is the "practical learner." These students begin to look beyond themselves and into their communities. The "In Your Community" element was created for this learner and a typical hook for this person would be to identify the people in the community who are working to prevent vandalism. The fourth quadrant is the big picture learner. The "Looking Back" elements were created for these learners, providing a vehicle for them to take action about the problem of vandalism in the community. Utilizing all the elements allows a teacher to actively engage all style of learners in a classroom. The education component of TCC takes place in quadrants one and two. The service component takes place in quadrants three and four.

The TCC curriculum utilizes many different teaching methodologies including use of community volunteers, role plays, videotapes, lectures, application of concepts to students real life experiences, relationship of learning to students' role in the community, critical thinking

strategies, small group activities, brainstorming, and discussions. The curriculum allows young people to relate their newly acquired information to their previous experiences and to relate new skills and information to current needs in their school or community. Students are able to apply the crime prevention information to their lives immediately.

The interactive methodologies of TCC allow students to test value patterns and to define appropriate behavioral norms. How does this law apply to me? What impact is crime having on my community? What is my responsibility to make my community safer? TCC facilitates young people's thinking about the nature of crime in their community. It encourages teens not just to react to the threat of crime but to act responsibly for making themselves and their towns safer.

By recognizing that crime happens not only in the inner-city but also in their schools and communities, young people are less susceptible to victimization. Because service and cooperative learning is built into the program, young people can immediately apply new information to the creation of safer, more vital community in which to live. Additionally, cooperative learning helps to establish positive, supportive group attitudes toward prevention-oriented behavior.

Teachers using the TCC textbook at rural schools in Washington, Texas, South Carolina, and Iowa shared the strengths of using TCC with rural students. They reported one of the easiest parts of teaching TCC to be the keen interest on the part of young people in the material. The chapters cover issues that are very real in their present lives. Teachers frequently reported that they did not have to "sell" TCC concepts to their students, rather the students embraced the material and felt relieved to have information which would give them skills they could immediately apply to their personal lives. One teacher from rural Iowa reported that the program became so popular in her school that students who were not in the class wanted to know how they could join and whether they could have copies of the text to take home to their families!

Each chapter is self-contained, which allows teachers to use the text in its entirety or to use specific chapters appropriate to an existing course. Teachers who plan to use TCC as a unit can do so in a variety of ways, depending on the length of the term and the community resources available to them. An implementation guide is available which facilitates adaption for specific settings.

A major feature of TCC that adds to its learning potential is how it makes use of people from the community. Community volunteers enhance the program in a number of ways. Young people develop relationships with members of the community outside their everyday experience; identify resources that exist in their own neighborhoods; and begin to break down myths and stereotypes that come between young people and adults. The effective use of resource people broadens youths' horizons, promotes their personal growth, and gives credibility to the crime prevention message.

One rural school relied heavily on the use of law enforcement officers and judges, whose impact was significant. Two teenagers who "hated cops" before TCC developed a healthy relationship with law enforcement and will now enter the police academy after graduation.

Community volunteers can also help in dealing with such difficult issues as date rape and child abuse, both of which are covered in the text. Bringing professionals from the community into the classroom is critical to the success of the program, particularly for students who may need help in self-disclosure issues.

In TCC, community volunteers are involved in learning outcomes rather than just lecturing. They participate in role playing with students, set up mock trials, and take part in small groups. After going through a lesson from the text, a volunteer from the community is able to share expertise, comment on what is currently happening in the local community, provide information and assistance to young people, and suggest ways to make the community safer.

Before bringing a community resource volunteer into your classroom, consider seven questions:

- What type of speaker enhances the objectives of the topic?
- How will I use the speaker in class? What format will I use?
- Do I need to meet with the volunteer ahead of time?
- Has the volunteer reviewed the curriculum, particularly the relevant chapter?
- How will I prepare the resource volunteer? What should he or she know about the class and the curriculum?
- How will I prepare the class to learn from the speaker?
- How will I debrief the students afterward?

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Examples of resource persons available in many rural communities include the police and sheriff's departments, store owners, farmers and ranchers, department of public works employees, social workers, drug prevention specialists, and other human service providers. Law enforcement officers in one Iowa community were looking for ways to become more involved with the town's youth. TCC gave them the chance both to help out in the classroom and to work with young people on their projects. The police volunteers report that several of the youth with whom they worked on TCC are now regular guests at the police department's weight-training room. The officers had hoped to develop stronger relationships with the town's youth in and out of the classroom; that is what is beginning to occur. A farmer in one community spoke to teens about the impact of property crime and its hidden costs. He helped them to see that "just for kicks" activity produces an enormous cost for an independent farmer or rancher. In another community, a department of public works employee helped students realize that every spray-painted sign costs much more than just the price of the sign and that money for clean-up or replacement must be transferred from other planned uses.

Other resource people to consider:

- members of the legal community and juvenile justice system
- members of local alcohol and drug abuse commissions
- 4-H Council, Grange, Kiwanis, and other civic groups
- nearby colleges
- clergy
- county service providers
- state department of youth services workers, mediation experts, and victim assistance specialists.

Is there a limit? Dan Philips, a teacher from Sigourney, Iowa, "was able to use 38 different resource people in various capacities within the program. . . . The resource people are involved with the program in many ways, expanding well beyond the . . . use of resource people as guest speakers in the classroom. Many of the 38 resource people used during [his] previous semester of instruction were involved in planning and/or implementing the teen service projects."[4] Philips reports that adults in Sigourney are eager to join such community clubs as the Lions based on their involvement with the TCC program.

Service projects are the vital other half of the TCC program. Young people need to know that they can change things for the better. They also need to know that what they have learned has practical value and that meaningful action against crime and drugs is possible.

Teens are too often seen by the community as troublemakers. Service projects help young people become a working part of the local community and the local crime prevention solution. The projects provide avenues to positive recognition, outlets for energy, meaningful work, and a sense of connection with the community. Jack Calhoun, Executive Director of NCPC, has described teenagers' need to be recognized and how that need will be met, for better or worse:

> . . . Deeds of violence in our society are performed largely by those trying to establish their self-esteem, to defend their self-image and to demonstrate that they, too, are significant. The thirst for recognition, even in its simplest forms, is especially acute for teens. Missing is a sense of stake in the community as well as a role in it. The absence of stake strikes at the very heart of our political structure, for if teens do not view themselves as being bonded to the social contract to which adult society subscribes, they will see no sense in following it. Claiming and valuing teens . . . can enhance their self-esteem and develop that vital sense of stake or investment in the community and the future. Teens with such a stake not only have no reason to resort to violence; they have every reason to avoid and deflect violence, and to help drive it from their environment.[19]

TCC recognizes the importance of young people in creating safer, more vital communities. "Students must understand the benefits of crime prevention, believe that effective action is possible and see a responsible role for themselves and for schools to become safer."[20]

For many teens, TCC is the first time they have been asked to be part of the solution. TCC service projects help them practice critical thinking and problem-solving skills, improve communication skills, and develop leadership skills. These practical skills, developed through the service projects, are ones they will use all their lives.

Four criteria define a successful TCC service project and contribute to its success:

- Service projects must be led by the youth in the program. One of the main purposes of the projects is to help teens understand their capacity as resources to prevent crime against others. Young people who are challenged to make

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changes and given the skills and freedom to plan and carry out service projects are more successful at translating classroom knowledge into effective community action.

- Service projects must result in real change. The term "service project" is used for a reason—to encourage teens to demonstrate how they can change their environment. The change could be raising the school's or community's awareness of crime and crime prevention issues, educating through specific crime prevention messages, or advocating or fund raising for crime prevention or victim assistance programs. Changes in the teens' attitudes and their sense of connection to the community are as important as changes they can bring about in the community.

- Service projects are most effective and instructive when they can be planned and executed within the semester in which the curriculum is taught. This allows students to see projects through to completion and helps to ensure that the project ideas and planning process remain manageable for everyone involved. A project undertaken in the midst of the curriculum or shortly after its completion is more likely to capture the enthusiasm of students to act on the information they have learned. This does not, of course, rule out projects extending beyond the semester. Motivated students should always be encouraged to continue to pursue service to the community.

- Service projects must be based on local problems. To help teens connect with the community and see the immediate relevance of their classroom work, a grounding in the local situation, in the needs of school or neighborhood, is essential.

No single type of project or particular crime prevention issue fits every situation. TCC is intended to be responsive and adaptable to the community in which it is implemented. Students are encouraged to assess the local situation and select project topics and types that best fit those circumstances. In one community the issue might be drug abuse; in another it might be drunk driving; and in yet another, assault or vandalism might be of particular concern. A community education effort, graffiti paint-out or similar improvement project, cross-age teaching program, or mediation efforts may address local needs.

TCC's success in rural communities owes much to its adaptability to local communities and their concerns. Youth service projects can be designed to enhance an existing community effort or can be created independently. In San Marcos, Texas, Paula Wolking's high school class approached their service projects from both perspectives. The TCC students ran a booth at the Annual Drug-Free Fair. Money collected at the booth was donated to a community playscape in the local park so that children in San Marcos would have a safe, clean place to play. Other students designed crime prevention brochures and public service announcements that were distributed to the community during National Watch Out/Help Out Week. Others presented skits, simulations, and lessons from their TCC class to fourth and fifth graders during the school year. Ethel Watson's middle school class in Carroll, Iowa, developed nine skits, puppet shows, and raps for the local elementary school, accompanied by a TCC student-designed "Safety Tip" crime prevention sheet. Bob Ledman and Chris Henter, who teach TCC at an alternative high school in Burlington, Iowa, reported that, "Crime prevention projects can offer a community many opportunities for increased safety, service and growth." Their students worked on individual youth service projects rather than a class effort. One student compared crime rates in 1967 and 1992 and reported the comparison in the local daily newspaper. Several students were involved in peer education projects, traveling to local middle schools to discuss substance abuse with health education classes for at-risk students. Other students made crime prevention posters which they distributed to the local schools.

In Hamburg, Iowa, Cheryl Whipple found her ". . . best projects to be the ones in which TCC students presented their new knowledge and information to other students." Her students were involved in projects ranging from providing a film on how to avoid being a property crime/vandalism victim to showing a video on date rape to junior high school students and then holding a group discussion. "The project on date rape was excellent, and we were able to use an outside resource person," said Whipple. Another student created a crime prevention coloring book for first graders. In Fairfield, South Carolina, Catherine Fantry's middle school class created a rap on date rape prevention. The rap was then used as the basis for a video. Students also created a homework help-line for "latchkey children" in the community and, with the town's help, expanded the Crime Watch Zone.

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Projects can be as simple as a classroom crime prevention poster or as ambitious as a neighborhood clean-up. What matters is the process through which youth work to solve local problems: Though students work with adult mentors, it is critical that the projects be youth-designed and youth-led for maximum benefit.

Service projects reinforce what students learn in the classroom. After receiving classroom instruction, they should demonstrate knowledge of crime prevention techniques and the effects of crime on society. While students nearly always report that they learned a great deal from the curriculum alone, taking an active role in projects helps them to internalize that knowledge by putting it into practice. The curriculum drives home the point that specific financial, physical, and emotional effects are experienced by individuals and communities victimized by crime. The projects make teens even more aware of the impact of crime on their community. Projects also provide both adults and young people with an opportunity to strengthen contacts with community resource persons or agencies. Students who have shown an interest in the subject addressed by a particular resource person may want to further develop that interest by designing a project that addresses the issue or assists that particular organization.

Service projects also affect the young people on a personal level by increasing self-esteem. For young people on the fringe, being asked to contribute to their school or community can become the first step toward positive, healthy engagement with their community. Adults who may have been quick to blame young people see the students doing something positive and rethink their attitudes. In turn, young people feel more valued by the adults, which increases their self-esteem. The "National Study Regarding At-Risk Students"[7] described the clear link between low self-esteem and delinquency. Self-esteem, a sense of identity and belonging, is one of the most important resiliency factors in young people. Poor self-esteem is linked to at-risk conditions including delinquency and substance abuse. Reducing low self-esteem reduces risk factors. Youth with positive self-esteem have good academic grades, school attendance, and social skills. TCC maximizes service and cooperative learning benefits for students by forging a close link with the curriculum and outside activities.

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TCC projects can be part of a community structure that encourages teens to take positive action, makes them feel valued, bonds them to their community, and creates a solid foundation for increased self-esteem. These benefits can make substantial contributions to the ability of young people to be contributing citizens.

The "National Study Regarding At-Risk Students suggests that effective prevention programs:

- aim to ensure that students will experience success when possible;
- make available resources well-known;
- recognize the link between self-esteem and academic success;
- validate young people;
- involve rural outreach systems such as cooperative extension, public health agencies, civic groups, parents, and volunteer organizations in program planning and implementation;
- educate students in key aspects of healthy living: self-acceptance and change, discovering individual goals, being responsible for one's own behavior, determining one's choices, benefits of cooperation versus the need to be "right," using effective communication skills, and developing positive relationships with peers, parents, authority figures, and members of the opposite sex;
- communicate high expectations and provide a comprehensive academic and social skills curriculum, while indicating to students that what they learn is relevant to their lives;
- equip teachers and other service providers to deal with covert difficult situations (and indirect manifestations of students' problems and victimizations). They must be able to provide their pupils with the skills necessary to prevent such victimization and to intervene and respond with appropriate referrals; and
- involve the entire community."

"TCC projects can be part of a community structure that encourages them to take positive action, makes them feel valued, bonds them to their community, and creates a solid foundation for self-esteem."

The TCC program fulfills the major elements of these recommendations for developing healthy young people. TCC is locally relevant,

takes a non-judgmental approach, develops critical thinking and problem solving skills in young people, increases self-esteem, provides opportunities to serve, and invites the community to form positive, pro-social bonds with young people.

The core implementation strategies for TCC work in urban, suburban, and rural communities. Each setting, including those in rural communities, however, offers unique strengths and challenges that affect implementation.

A strong sense of community often exists in rural America. While the face of rural America may be changing, it provides the camaraderie of a smaller number of people with more permanent roots than do urban and suburban areas. Because people are more likely to know one another, there is more likely to be a natural safety net for young people. There is also a strong sense of mutual support and service in rural communities, a sense of reciprocity, a belief that one should give something back. People know when good things happen and they are quick to applaud. News of problems or concerns may spread even more quickly, giving communities ample warning or at least making them knowledgeable about community problems.

Rural communities are not without their challenges. Closer relationships among people in rural areas sometimes create problems of their own. People may not be willing to report a crime if the offender is someone their family has known for years. Because resources and services are often located at a county seat, people may have to travel long distances for help. In some remote areas, the nearest neighbor may be an hour or more away. Vandalism may not be noticed for long periods of time, making accountability and restitution impossible. Communal recreation opportunities may be few and far between. Lack of employment and advanced educational opportunities can exacerbate other problems.

Rural sites in the national TCC program dealt with all of these challenges. Many teachers were able to work around them. According to the evaluation by SPEC Associates,[27] successful implementation of TCC in rural schools involved five elements:

- teacher commitment;
- administrative support in allowing teachers to be trained and allowing students to engage in projects;

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- integrity of the program—using the textbook, implementing student-directed projects, and including community resource people;
- student empowerment in selecting, planning, and implementing projects; and
- minimal financial resources to support costs related to resource persons, field trips, and service projects.

To bring TCC to your community, consider the following questions:

- Where can I use TCC in my school curriculum?
- How will I promote the program to my colleagues and in the community?
- What support do I need within my school to implement the program?
- What background will students need in order to lay the foundation for projects?
- Who are key resource persons who can help with material in the textbook?
- Who are key resource persons who can help with student projects?
- Who are key people in my community to identify for in-kind and monetary donations to support the curriculum and projects?

Securing administrative support for the curriculum and projects is a critical step in establishing a successful TCC program. One teacher in a middle school social studies class discussed the program with fellow teachers and had her class make presentations to the other social studies classes. By the end of the term, the other social studies teachers wanted to use the program. Likewise, her principal was so enthusiastic that he promoted it to other principals. Several have asked for their social studies teachers to be trained in TCC.

The next step, rural instructors reported, was to decide on the learning outcomes for each TCC chapter. Brainstorm with students and colleagues about relevant resources available in the community. Though many rural areas do not have a social service agency convenient to residents, there are many people in the community who can act as

resources to the TCC program. The local sheriff's or police department could be helpful. A District Court might agree to provide someone to team-teach the juvenile justice chapters; a county or state mediation center might be able to provide a mediation expert to team-teach the conflict management chapter. Perhaps a local lawyer or law student could help. Local hospitals and victim assistance centers have people who can be sources of expertise on acquaintance rape, drunk driving, and child abuse chapters. Check with the local Department of Youth Services and local clergy. A local farmer or shopkeeper can discuss the impact of property crime and vandalism.

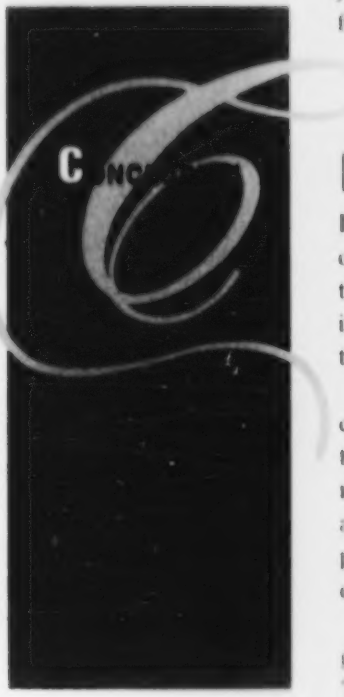
Service projects in rural communities have been successful despite distances and shortages of funds. Many projects are quite inexpensive. Materials and services can be donated; community businesses might be tapped for printing services, paint, refreshments, repair supplies, and the like. Local radio and cable TV stations are often receptive to public service announcements from young people. Nursing homes, courts, hospitals, and crisis centers will often open their doors to students, whether for a service project or as an educational activity.

A key to developing support from outside the school is to approach community members who have a stake in making the community safer. Shopkeepers victimized by property crime are often eager to help with programs to reduce vandalism or shoplifting and to develop a sense of civic responsibility in the future work force. Other businesses such as florists and restaurants may or may not feel threatened by crime. It is certain, however, that they will benefit from favorable publicity. County Councils, Rotary, Kiwanis, Lions Clubs, and similar groups should not be overlooked. They are often willing to donate money to buy books for the program, help pay for a field trip, and sponsor youth service projects. Dan Philips, an experienced TCC teacher from Iowa, will target specific community groups next year for each topic in the TCC program. The local clergy will be approached for child abuse prevention, both as a resource for classroom instruction and for projects. Local insurance agencies will become partners on the vandalism and property crime prevention component.

The news media can play an important role in rural communities. One of the reasons rural residents are victimized is that many of them feel crime doesn't exist in their communities. The media can present stories by young people on the prevalence of crimes in the area and provide prevention tips. Local newspapers, radio stations, and cable television stations can highlight positive efforts by young people and the support of businesses and adult residents who become partners in the

program. Media can generate community support and perhaps even sponsor a component of the program.

Last but not least, national resources can be an important lifeline for isolated communities. NCPC and NICEL offer materials on citizenship, crime prevention, youth empowerment, and related topics. 4-H also has excellent materials. National clearinghouses on juvenile justice, alcohol and drug prevention, and criminal justice have numerous free or inexpensive materials that can enrich the learning experience.



In summary, TCC offers a solution to the growing problem of rural crime. The program provides a vehicle for young people to demonstrate their potential and value to society, encourages their active citizenship, invites them to make their communities better and safer places in which to live, and makes them less prone to victimization.

Through the curriculum and service projects, teens develop a clear sense of purpose, increase their self-esteem, and have a chance to make valued contributions to the community. By forming positive relationships with the community, TCC students form bonds that serve as protective factors against delinquency. The program claims young people by educating them about crime prevention and focusing their energy in positive ways to help themselves and their communities.

Given the growing crime problem in rural America and the growing recognition of the importance of youth involvement in service, TCC can be an extraordinarily productive asset for rural communities. It brings together excellent pedagogy, a subject of acute interest to young people and adults, and interactive and cooperative learning styles in ways that can yield benefits for the entire community. TCC is a vehicle for rural communities to reduce teen victimization and to decrease crime.

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Appendix

What Does A TCC Program Cost?

A successful TCC program can be implemented with very limited funds—as little as $12 out-of-pocket expenses per student. The cost is lower in following years, based on a three- to five-year life span of the textbook.

A TCC budget plan should include estimates of expected expenses in the following categories:

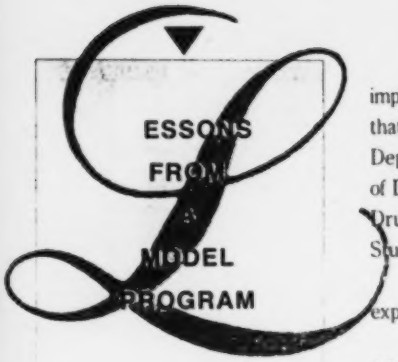
- Classroom materials: Student textbooks are the largest single initial expense but they are generally used for three to five years. (New editions are published every three to five years.) A teacher's manual, complete with a set of reproducible masters, is provided at no cost with the purchase of a classroom set of 25 textbooks. A test bank is also available via the book's publisher. A complimentary copy of the textbook and teacher's manual can be obtained directly from West Publishing (1-800-328-WEST).

- Implementation Guide: This book helps educators, law enforcement, youth membership organization leaders, and others bring TCC to their communities. The guide explains how to decide whether TCC is right for the community, whom to involve and how to involve them, how to provide training, how to implement and evaluate TCC's components, and where to find resources to help. It is available for $39.95 plus 10% shipping (prepaid by check or purchase order) from the National Crime Prevention Council Fulfillment Center, PO Box 1, 100 Church Street, Amsterdam, NY 12010.

- Service project resources: The level of commitment by teens and adults involved in service projects can be more important to their success than the amount of cash spent. Nevertheless, some resources will be needed for even the most narrowly defined, inexpensively designed project. For example, a budget for an in-school poster contest would include the small cost of announcement materials and perhaps award ribbons; a play would involve costs for costumes, props, production, and transportation.

- Training: Training can consist of one day-long session for teachers or an expanded session for resource providers and youth. A budget should include such expenses as a training site, teacher substitute pay, training materials, and the fees and expenses for any outside trainers needed.

- Recognition: As with service projects and training, recognition can be scaled to fit within a modest budget. Recognition could be as simple as a certificate of completion or as elaborate as an awards presentation at a year-end dinner or assembly.



The Sigourney TCC program is a national model for successful implementation in rural communities. The program has been so successful that its youth service project component has been hailed by the Iowa Department of Education as a model for community service; the Iowa Office of Drug-Free Schools has recognized TCC as a model curriculum to meet the Drug-Free Schools objectives. Philips was recognized as the 1992 Iowa Social Studies Teacher of the Year based on his three years of work with TCC.

In the following interview, Philips, the self-proclaimed "lead learner," explains how to implement TCC successfully in a school setting.

"If you enable students to make a contribution, they will. We have a responsibility to educate our youth in a way that claims them."

DAN PHILIPS
TCC Teacher
Sigourney High School
Sigourney, Iowa.

How have you infused TCC into your social studies curriculum and what are your teaching methods?

I teach TCC as part of the second quarter of my semester-long high school social studies course. The first quarter focuses on understanding society. The second quarter addresses the question: What happens when society doesn't work? The first four chapters of the TCC textbook are taught by me as introductory material. I supplement the text with outside materials, team-teach with community resource people, arrange field trips, and model interactive instruction.

For TCC to be successful, I believe the curriculum should be taught as outcome-based education. This involves alternative assessment of learning, using cooperative learning strategies, and optimizing student involvement in activities leading to 100 percent participation in the class. Students especially like TCC because they are able to be involved in the learning.

How do you involve students in the classroom?

Success depends on maximizing the students' roles in decision-making and involving students with adults in the community. After I have taught the first four chapters, I turn the class over to the students. Students team-teach the material to their peers. Five elements of the text are the basis for student teaching: "Your Turn," "In Your Community," "Looking Back," "Use Your Experience," and youth projects. Each team takes responsibility for selecting one of these elements, or an activity of their own choosing, to open discussion of the chapter. The students are required to use role plays, small group work, simulations, and brainstorming. They also are required to bring in outside resource people to supplement their instruction. I make the initial contact with the person, but the students follow through on the logistics and lesson plan. Each team is required to develop an service project on its particular chapter.

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How do you use performance-based assessment with TCC?

TCC provides the perfect vehicle to utilize performance-based assessment with your students, particularly since the curriculum is based on Spencer Kagan's cooperative learning approach and Bernice McCarthy's Four Mat learning styles.

Students in my TCC class are evaluated in the following manner:

- Portfolio —10 points (thinking and literacy skills)
- Study Skills—7 points (attendance, preparation, behavior, listening/watching, free time, cooperation, discussion)
- Assignments—40 points (Worksheets on chapters 1, 2, 5, 6—the introductory materials)
- Student journal—55 points (entries for each of the eleven chapters)
- Cooperative Learning Projects—50 points (for Use Your Experience, Your Turn, In Your Community, Looking Back, and the youth project)
- Unit Examination—38 points

150 points total

All students are given this breakdown at the beginning of the term. They know up front what is expected of them and what they need to do to succeed.

Each student in my TCC class develops a portfolio which counts for 10 percent of his grade. The portfolios are based on Bloom's Taxonomy and indicate higher order and lower order thinking and literacy skills. The portfolio allows the student and me to assess his or her application of crime prevention knowledge in the classroom and in the community.

For example, a student is given a worksheet that accompanies the vandalism chapter. This worksheet asks the student to report on incidents of crime during the month. The student completes the sheet and enters the sheet and supporting documents into the portfolio. A student who does nothing more than list the crimes would make an entry in the level one category—to know. At the other end, a student who appraises and debates statistics would make an entry for the activity in the level six section of the portfolio—to evaluate.

In the literacy component of the portfolio, students who make a presentation to a community group on crime prevention would make their portfolio entry under the section—to speak. A supporting synopsis of the presentation would be included in the portfolio. The portfolios are wonderful because young people can see their progress and have something concrete to show how they have applied their knowledge.

How do you use resource people in your program?

Resource people should be involved in learning outcomes rather than just lecture. They can participate in role plays with students, set up mock trials, and join in small group activities. Resource people should also be used for projects. In one year, I used 38 resource people in various capacities within the program, many of whom were involved in planning and implementing the teen service projects. People are joining our community clubs (Lions, Kiwanis, etc.) based on their work with TCC. It's terrific!

How have your students and the community interacted?

The students and I have been able to get community members to sponsor different topics in the curriculum. For example, one local businesswoman worked with students on projects by helping students create graphics for posters, create budgets for projects, and helped them to devise a marketing strategy for their crime prevention message. Students not only felt good about educating the community in crime prevention, but they learned the way business people in the community cooperate and negotiate.

Our county sheriff was also actively involved in classroom and project work. He helped the students design a property identification program for the elderly, permitted the teens to ride along in the sheriff's car, and created an internship for students in the dispatcher's office. TCC was the perfect opportunity for his office to form a stronger bond with teens in the community. As a result the sheriff is now offering $300 scholarships to students who want to go into law enforcement.

Can the average person replicate your success with TCC?

Absolutely! This is a wonderful program. It has really brought together the members of our community in the fight against crime. It's critical to allow the students to participate in the learning, get your administration to support you early on (invite them into the class or to help with project), allow the students to design and implement the projects, and teach members of the community how crime prevention can benefit them. It's the least we can do for our future generations.

Creating effective adult/youth partnerships enhances the educational impact of TCC and breaks down myths and stereotypes that create barriers between young people and adults. The bonds young people develop with community volunteers help to reduce teen victimization.

Potential TCC volunteers include police officers, mediation experts, judges, child advocates, and business people. They provide students with a diversity of information, materials and expertise not available in a text book. A few examples:

- A rape crisis counselor can assist in teaching the acquaintance rape chapter.
- A lawyer or local mediator can enrich the conflict management materiat.
- A local store owner can address the impact of shoplifting and vandalism on the community.
- Caseworkers from child protective services can help teach the program and can act as resources to youth in the class who have been victimized.

The use of community volunteers in the classroom and with service projects is critical to the success of a TCC program.

To help ensure success of the TCC resource volunteer, consider the following questions with respect to each chapter:

- What type of volunteer would enhance the objectives of this chapter?
- How will I use the speaker in class? What format will I use?
- Do I need to meet with the volunteer beforehand?
- How will I prepare the volunteer? What should he or she know about the class and the curriculum?
- How will I prepare the class to learn from the speaker?
- How can the volunteer help the students with projects?
- How will I debrief the students afterward?
- What follow-up do I need to do with the volunteer?

Most teachers incorporate at least one community volunteer for each unit of the curriculum and the projects. Some use three to five community members for each issue that is of particular concern to the community.

Ethyl Watson, from Carroll Middle School in Carroll, Iowa reports, "I use many outside resource people. This is my way of involving the community in part of TCC. I simply call and tell them what I am doing in the classroom and how I see them contributing and ask them if they would like to share. Students love it! It also takes some of the fear of police officers out of young people, for example, if they need to report child or sexual abuse. The young people know what is going to happen and *who* they will be talking to. I used outside resource people for almost every chapter. These were all 'experts' in the field and they each took charge of one complete lesson. The kids enjoyed learning first-hand this way."

Chances are, many adults in the community are waiting for a chance to help teens but do not know where to begin. TCC a the perfect place to start!

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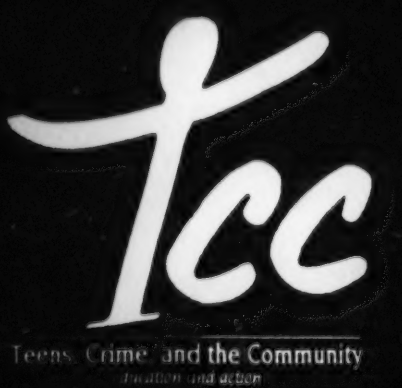

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